



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## THE NINETEENTH MICHIGAN CLASSICAL CONFERENCE

---

FRANCIS W. KELSEY  
University of Michigan

---

The Nineteenth Michigan Classical Conference was held in Ann Arbor, April 2, 3, and 4, 1913, in connection with the annual meeting of the Michigan Schoolmasters' Club. In respect to administration this conference was the most important yet held. From the beginning, in 1894, the organization has been the simplest possible. Nevertheless certain traditions have become established; in order to make it easier for new officers to take up their tasks in 1912 "it was voted to formulate the working plan of the conferences, so as to define more clearly the duties of the officers, and a committee of three was raised, with instructions to report at the next conference" (*School Review*, XXI, 191). The report of this committee (consisting of Dr. F. O. Bates, Central High School, Detroit; Miss Maude Parsons, Western State Normal School, Kalamazoo; and F. W. Kelsey) was presented at a business session on April 4, and unanimously adopted. The report, which becomes the constitution of the Conference, is here given in full.

### WORKING PLAN OF THE MICHIGAN CLASSICAL CONFERENCE

1. *Aim*.—The aim of the Michigan Classical Conference shall be three-fold: first, to give to those who are doing work in Latin, Greek, and allied subjects an opportunity to present the results of research; secondly, to afford an opportunity for the discussion of questions of importance for the interests of classical scholarship and education; and thirdly, to promote acquaintance and co-operation among those engaged in classical work.

2. *Membership*.—All members of the Michigan Schoolmasters' Club who are interested in classical study shall be members of the Classical Conference, with the right to vote at all meetings. Members of the conference shall have the privilege of inviting to the meetings others interested in classical study, including guests from outside the state and students of the University, under a standing arrangement with the officers of the Schoolmasters' Club regarding free admission.

3. *Officers.*—The officers of the Classical Conference shall be a Chairman, a Vice-Chairman, and a Secretary elected by ballot after the report of a nominating committee. The term of office of the Chairman and the Vice-Chairman shall be two years. The term of office of the Secretary shall be one year with re-election understood.

It shall be the duty of the Chairman with the co-operation of the other officers to prepare the program each year, and to be responsible for the local arrangements for meetings. It shall be the duty of the Secretary to prepare or annually revise a card catalogue of teachers and others in the state of Michigan who are interested in classical work and to see that their addresses are furnished to the Secretary of the Schoolmasters' Club for the forwarding of programs and other printed matter.

4. *Social Committee.*—At the close of each conference the Chairman shall appoint a social committee of three persons whose duty it shall be to provide for an informal reception in connection with the succeeding conference and to arrange for a reception committee for the regular sessions of that conference as well as the reception.

5. *Extension Committee.*—There shall be a standing committee of three persons known as the Extension Committee of the Classical Conference, having full authority, under the general supervision of the Chairman, to carry to different parts of the state such extension of the work of the Conference as may be practicable at any season of the year. The members of this committee shall be selected by a nominating committee appointed by the Chairman. Of the three members first chosen one shall serve one year, one, two years, and the third three years. The term of service thereafter shall be three years, one member to retire annually.

The Extension Committee provided for in the last section was constituted as follows, the committee to select its own chairman: Miss Clara J. Allison, to serve one year, Professor E. D. Dimnent, to serve two years, and Professor A. R. Crittenden, to serve three years.

The officers chosen in accordance with Section 3 are: Chairman, Professor Campbell Bonner; Vice-Chairman, Professor B. L. D'Ooge; Secretary, Miss Anna S. Jones (address: Central High School, Grand Rapids). The chairman appointed Messrs. Sanders, Kelsey, and Winter to act as a local committee to arrange for an informal reception at the Conference of 1914, in accordance with Section 4; it was understood that this local committee, after making the necessary arrangements, would select a reception committee to serve at the meetings.

Four sessions were devoted to the reading of papers, lectures, and addresses. The session of Friday evening and the lectures by Professor Carl Bezold were announced also as a part of the program of the Schoolmasters' Club.

*Program*

*Wednesday Afternoon, April 2*

*Presiding Officer:* PROFESSOR CAMPBELL BONNER, University of Michigan

1. The Transition from the Roman System of Debating to the Modern System

PROFESSOR MARK BAILEY, Kalamazoo College

2. Solving the Problem of Secondary Latin. Discussion, including papers 2, 3, 4, and 5, arranged and conducted by

MISS CLARA J. ALLISON, Hastings High School

3. Radical Changes in Subject-Matter: A Venture and a Query

MISS OLIVE SUTHERLAND, Eastern High School, Detroit

4. Subordinative Quantity to Quality

MISS ELSIE E. COOPER, Ypsilanti High School

5. More Class Periods for Beginners

SUPERINTENDENT M. W. LONGMAN, Owosso

Superintendent Longman emphasized the beneficial results obtained through the periods of conference and study which were introduced into the program of the high school at Hastings, under the plan described by Miss Allison at the conference of 1912.

6. Caesar B.G. vi. 27. Again<sup>1</sup>

FRANCIS W. KELSEY, University of Michigan

Two papers dealing with Caesar's statement about the creatures found in the Hercynian Forest have been presented at these conferences. One, by Miss Grace Griffith Begle, was entitled "Caesar's Account of the Animals in the Hercynian Forest"; this was published in the *School Review* in 1900 (VIII, 457-65), and aimed to show, by citation of other writers both before and after the time of Caesar, that we cannot reject the details of his account as "inconsistent with Caesar's information and belief." The other paper, by Miss Gretta Rose Wilner (*School Review*, 182-83), was concerned with an emendation by Paul (*statura* for *natura*, vi. 31. 1) and quoted biological authorities to show that Caesar's one-horned *bos cervi figura* is represented today by the European reindeer which in turn belongs to the same genus as the American caribou; Miss Wilner thus explained the statement regarding the single horn: "The reindeer sheds his antlers during the months of February and March, or even earlier in the winter. The man who reported the story to Caesar had probably seen one with only one horn left."

Some commentators have supposed that Caesar's informant had seen a reindeer which had lost one of its antlers; but it has also been suggested that Caesar or his

<sup>1</sup> Illustrated with the stereopticon.

informant might have seen a drawing of a reindeer in profile which, from lack of perspective, showed the two antlers as one. The latter explanation seems plausible enough because crude art has much difficulty in representing the two horns of animals sketched in outline, and abundant examples can be shown in which only one horn appears; a familiar instance is the antelope shown in the illustration on p. 11, Vol. II, of Smith's *Dictionary of Greek and Roman Antiquities*.

In visiting the Provincial Museum in Victoria, British Columbia, in November, 1912, I was greatly surprised to see a caribou there mounted with only one antler. It was clearly a degenerate specimen, representing a subspecies lately discovered in the Queen Charlotte Islands; it seems to have had only one antler when it was shot. The type is described, with illustrations, by Mr. C. Hart Merriam in an appendix to Charles Sheldon's *The Wilderness of the North Pacific Islands* (New York, 1912), pp. 233-35. "The sight of the stuffed specimen with one antler brought vividly to mind the statement of Caesar in our chapter, which seemed to lose the last vestige of difficulty. The evidence does not justify us in believing that the reindeer in Caesar's day was common enough to be a familiar sight to the natives as far south as the Black Forest; it prefers a colder climate than was to be found there in that period. Under such circumstances a single observation of the unusual might easily pass over into a generalization quite inconsistent with the facts."

In *The American Natural History* (New York, 1904; p. 119) Mr. W. T. Hornaday shows an elk with only one antler and also explains the shedding of antlers: "Many persons find it difficult to believe that the antlers of all these creatures drop off close to the skull every year and are completely renewed in about four months; but such is the fact. It is Nature's special plan to absorb the surplus strength of the males, and render them weak and inoffensive during the period in which the mothers are rearing their young, when both the does and their fawns would be defenseless against savage males with perfect antlers. It seems incredible—unless watched from week to week—that the enormous antlers of full-grown moose or elk can be dropped and completely renewed again in as short a period as four months; but it is true."

The American elk which appears in Mr. Hornaday's illustration must not be confused with the *alces* mentioned by Caesar in the following chapter. The European elk is related to our moose. A glance at a good pair of moose antlers, or at pictures given in such works as Mr. Hornaday's (p. 142) and Mr. Ernest Thompson Seton's *Life Histories of Northern Animals* (New York, 1909; Vol. I, Plate 7, and types of antlers shown on pp. 160-61) will make it plain how Caesar came to use the word *mutilae* (suggesting an appearance as if "broken") to characterize antlers of this member of the deer family.

## 7. Roman Ruins in Timgad<sup>1</sup>

PROFESSOR WALLACE S. EDEN, Ohio State University

An account of a recent visit to "the African Pompeii," illustrated with many slides showing the Arch of Trojan, the Forum, theater, temples, streets, and remains of houses.

*Thursday Afternoon, April 3*

*Presiding Officer:* PROFESSOR JOHN T. EWING, Alma College

## 8. The Substantive Subjunctive

PROFESSOR EARLE M. PARKER, Northern State Normal School, Marquette

<sup>1</sup> Illustrated with the stereopticon.

## 9. Greek and Latin in the Schools of Belgium: a Report

PROFESSOR JOHN G. WINTER, University of Michigan.

Published in the *School Review*, XXI (1913), 618-26.

## 10. Luther's Use of the New Testament in Latin before December, 1522

PROFESSOR WARREN WASHBURN FLORER, University of Michigan,  
assisted by

MISS CLARA D. MEYER, Bessemer High School

This paper is to be published as part of a monograph entitled *Luther's Use of the German Versions of the New Testament before 1522*, which will appear in the *Hesperia*, edited by Professor Herman Collitz, Johns Hopkins University. It is based on the quotations in Latin which are found in Luther's writings up to December, 1521, when, according to the generally accepted view, he began the translation of the New Testament into German direct from the Greek.

The collection of the quotations in Latin supplemented by the quotations in German (see Florer, *Luther's Use of the Pre-Lutheran Versions of the Bible*, Article I, George Wahr, Ann Arbor) will show that by December, 1521, Luther had practically completed the version which he is supposed to have prepared in the short period of the winter months at Wartburg. Furthermore, the repeated use of verses and passages of the Old Testament in both Latin and German before 1522 shows that Luther had worked out his general conception of the entire Bible before he began to retouch the version of the New Testament prepared at the Wartburg.

A table showing the Koburger version, 1483, *Luther's Use of the New Testament in German before 1522*, and the September Bible, 1522, will show just what changes were made by Luther in the version of 1522. This table, showing the quotations in Latin supplemented by extensive explanations, will prove that many of the changes, not explained by the substitution of the language of the people for the literal translations of the previous versions, were made direct from the Latin version and that the Greek original, when used, served only as a check or as a basis for the interpretation of passages which involved moot points of doctrine.

## 11. Some Thoughts about the Value of the Classics

PROFESSOR MORITZ LEVI, University of Michigan

Published in the *Journal of the Michigan Schoolmasters' Club* (1913), pp. 1823.

LECTURE (4:15 O'CLOCK)

*Presiding Officer:* PRESIDENT H. B. HUTCHINS, University of Michigan

12. The Industrial Arts of the Ancient Orient<sup>1</sup>

PROFESSOR KARL BEZOLD, University of Heidelberg

The two lectures delivered by Dr. Bezold on April 3 and 4 originally formed the second and fourth of a series of four lectures on "Ancient Oriental Art," which were devoted to a characterization of the various kinds of art discovered within the realm of the ancient North-African and Western-Asia Civilizations; these were treated from a comparative point of view.

In this lecture he endeavored to show how the civilized peoples of ancient Egypt and Western Asia artistically depicted the world surrounding them, with special regard to the flora and fauna of their respective territories. Material on one hand and religious conception on the other appeared here to have been the most important com-

<sup>1</sup> Illustrated with the stereopticon.

ponents in prompting the artistic impulse. The subject-matter of the works of art was in the first instance taken from conspicuous features of animals and plants, the latter having been studied with special enthusiasm by the Egyptian artists, while the best reproductions of animal forms are known from Assyria.

A comparison of the various products of ancient oriental industrial arts led to the conclusion that there existed three kinds or classes of original art, viz., the Egyptian, the Sumero-Babylonian, and the Hittite art; the works of the other nations of the portion of the ancient Orient concerned, chiefly the Canaanite-Phoenician and the Syrian, will have to be explained as either a development of one, or as a mixture of two, of these original classes. A kind of renaissance may finally be recognized in the Persian art, in which, though certainly its close connection with the late Babylonian is evident throughout, new motives appear to have sprung up which point to an Indo-European origin.

*Friday Afternoon, April 4*

*Presiding Officer:* PROFESSOR B. L. D'OOGHE, State Normal College

13. The Material Bond between the God and the Worshiper

PROFESSOR CAMPBELL BONNER, University of Michigan

To be published.

14. Informal "Round Table" Conference and "Question Box"

Conducted by MISS ANNA S. JONES, Central High School, Grand Rapids

15. Keeping Greek in the Schools

MISS WINIFRED C. DABOLL, St. John's High School

Miss Daboll was asked to present a statement of the difficulties which confront the teacher of Greek in the high schools of smaller cities.

"We are one of the smaller high schools. With an enrolment of 180 we have at present 90 in the Latin department. We have a club whose object is to stimulate interest in the classics. Each year we give a play, from the proceeds of which in the past two years we have put nearly \$200 into Caproni casts—the Minerva, Hermes, Hebe, Diana, Aurora, and Apollo and the Muses—and a plaster model of ancient Rome. We have a mirrorscope and 200 views of Rome. By using the latter in connection with the model of Rome, it has been easy to arouse an intelligent interest in archaeology. The statuary has effected the same end in art. In general, I think we have considerable enthusiasm in the classical department.

"I have spoken at length of my Latin work because I believe the same enthusiasm might exist for Greek—of course with less numbers. I think there has never been a time in the past ten years when I could not have had some Greek students. The difficulty has been to convince the authorities that Greek is important enough to receive a place in the curriculum. One year I started in (teaching the class after school hours) with seven students, all expecting to go to college. Of these, three were obliged to drop out during the year because, as no credit was given, they were under the necessity of carrying four or five subjects besides. The following year two of the seven continued their Greek in college and the other two continued their Xenophon and Homer with me. The same year I had requests from five for Greek and I have seven for next year; but with my crowded program a class is impossible.

"I have said that we have plenty of enthusiasm, but I sometimes think it is a battle which I wage alone. To use Professor Gayley's phrase, "We are joined unto idols of play and utility. We advertise widely our manual and physical training and agriculture departments, and have found room for them in an already overcrowded building. But when I have asked for Greek I have been told that not enough wish it, though we have maintained classes in stenography and agriculture for only two members."

16. An Experiment with the Direct Method

DR. FRANK E. ROBBINS, University of Michigan

Published in the *Classical Weekly*, VII (1913), 54-55.

17. What Recent Books and Illustrative Materials Are of Value for Classical Teachers? An exhibit of recent publications, in charge of

PROFESSOR A. R. CRITTENDEN and PROFESSOR J. G. WINTER, of the University of Michigan

LECTURE (4:15 O'CLOCK)

*Presiding Officer:* DEAN J. R. EFFINGER, University of Michigan

18. The Religious Art of the Ancient Orient

PROFESSOR KARL BEZOLD, University of Heidelberg

The difference between the study of the so-called revealed religions, possessing sacred canons, and the investigation into the religious systems without such fixed starting-points was referred to, and the influence of the climate on the way of settling in a country as well as of great political events on the development of a religion was illustrated. Starting again from Egypt, the old animism, and especially the animal worship of that people were characterized; these in the course of time were replaced by cults of anthropomorphized deities and were subsequently further modified by political events as well as by myths and legends.

A similar process was to be expected in ancient Western Asia; the lecturer endeavored to show that by the side of the well-known Babylonian astral religion, in very early times, an animal worship must here also have originated which in the Assyrian epoch survived in certain legends, and in traces was preserved throughout the vast omen literature of that people. A discussion of the prominent Marduk cult in Kham-murabi's time served as an illustration to prove the influence exerted by certain historical events on the development of religion, and the Creation and Deluge stories were cited as examples of the various legends which inspired the mind of the Assyrian artists.

As a type of art spread over the whole East and illustrating the derivation or mixture of old original forms, the "sphinx" was traced from its Egyptian home and from the Hittite capital at Boghasköi to Northern Syria and Phoenicia. A few specimens of Persian art were finally shown, as the immediate predecessors of the immortal works of Hellas.

*Friday Evening, April 4*

*Presiding Officer:* F. W. KELSEY

19. Address: The Paradox of Oxford

MR. PAUL ELMER MORE, Editor of *The Nation*, New York

Published in the *School Review*, XXI (1913), 191; and *University of Michigan Bulletin*, XV (1913), No. 5, pp. 1-17.